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ABSTRACT

In 1992, 27 Illinois community college districts (38 colleges) participated in a national transfer study conducted by the Center for the Study of Community Colleges (CSCC). The purpose of the study was to test a model for calculating transfer rates which used as its cohort group those students entering a community college in fall 1986 with no prior college experience who had earned at least 12 college-level semester credit hours. Included in the study were those 45,795 students who initially had enrolled in baccalaureate/transfer, occupational, and general associate degree programs at Illinois's community colleges. Using the CSCC transfer model, the overall transfer rate for Illinois was 24.1%. However, determining multiple rates based on distinct pools of students more realistically depicted the nature of transfer. For example, the rate for students from baccalaureate/transfer programs was 32.6%, while the rate for students who indicated that they intended to transfer was 40.4%. Ascertaining multiple rates also revealed differences in course-taking and transfer behavior among racial/ethnic groups. Asians had the second highest percentage of students earning at least 12 credit hours (50.2%) and the highest transfer rate (29.3%). For baccalaureate/transfer students, the difference between the highest transfer rate for White students (35.6%) and the lowest for Black students (18.5%) was 17.1 percentage points. Percentages of students earning the 12 credit hour minimum and transfer rates differed significantly among community colleges as well. Overall, the percentage of students earning the credit minimum ranged from 67.4% (Olney Central) to 17.5% (City Wide), with the statewide figure at 47%. Transfer rates ranged from 35% (Kishwaukee) to 8% (Malcolm X), with the statewide rate for the participating colleges at 24.1%. Data tables are provided. (JMC)

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FALL 1986 FIRST-TIME COMMUNITY COLLEGE STUDENT TRANSFER STUDY

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Illinois Community College Board

FALL 1986 FIRST-TIME COMMUNITY COLLEGE STUDENT TRANSFER STUDY

Over the past few years, there has been significant interest in the development of a consistent methodology to calculate transfer rates for community colleges. Currently, at the national level there are two predominant models being examined. One of these uses students who have left the community college as the population base for calculating the rate and takes into account the intentions of the students. The other model developed by the Center for the Study of Community Colleges at the University of California-Los Angeles uses students who have earned at least 12 semester college-level credit hours at a college as the population base.

Recently, 27 Illinois community college districts (38 colleges) participated in a national transfer study conducted by the Center for the Study of Community Colleges at University of California-Los Angeles. The purpose of the study is to test the second model for calculating transfer rates. This study examined the number of students entering a community college in the fall of 1986 with no prior college experience who earned at least 12 college-level semester credit hours before transferring to a four-year college or university. The premise behind the 12-hour criteria is to establish a reasonable distinction between students who are taking occasional courses and those who are pursuing a longer term education goal.

Included in the study were students who in fall 1986 were enrolled in baccalaureate/transfer, occupational, or general associate degree programs. Twenty-nine senior colleges and universities provided usable data for the study including the 12 public Illinois universities, nine private Illinois colleges and universities, and eight out-of-state institutions. Additionally, three out-of-state institutions participated but had no transfers from Illinois that met the 12-hour minimum requirement for inclusion in the study. The Illinois Community College Board coordinated the data collection efforts for the participating Illinois colleges and generated reports for UCLA and the participating institutions.

While 83,866 students from the participating colleges enrolled in all program areas for the first time in 1986, the decision was made to limit the UCLA study to those 45,795 students who initially enrolled in baccalaureate/transfer, occupational, and general associate degree programs. This decision was based on the small number of students in other program areas (general studies, vocational skills, remedial, adult basic and adult secondary) who earned at least 12 semester college-level credit hours and the low percentage of these who transferred. Such enrollment patterns are understandable since these program areas serve students whose goals are primarily to take courses aimed at meeting their individual needs rather than pursuing higher-level degrees. See Table 1 for an analysis of the various program areas.

Table 1

DISTRIBUTION OF FIRST-TIME ENROLLMENT BY PROGRAM AREA

	GenAssc	Trans	Occup	G.S.	Rem	VocSk	ABE	ASE
First Time	3253	22901	19641	7844	740	8853	17089	3545
12 Hrs.	1015	11947	8551	679	90	553	479	217
% of first-time earning 12 hrs.	31.2	52.2	43.5	8.7	12.2	6.2	2.8	6.1
Transfers	280	3892	1002	44	8	51	14	8
% of those meeting 12 hr. minimum who transfer	27.6	32.6	11.7	6.5	8.9	9.2	2.9	3.7

In all, of the 45,795 first-time baccalaureate/transfer, occupational, and general associate students from the participating colleges, 21,513 (**47.0** percent) earned at least 12 semester college-level credit hours. Of those earning 12 credit hours, 5,174 (**24.1** percent) transferred to at least one of the 29 participating four-year institutions.

The remainder of this report will focus on the latter group of students. In addition to using the basic UCLA model for calculating transfer rates, the report will examine methods of enhancing the model by incorporating components of the other national model such as student intent. Additionally, it will include factors such as the student's initial program of study.

Analysis by Program

Baccalaureate/transfer degree programs in community colleges are designed to provide the first two years of a baccalaureate degree program. In the fall of 1986, 22,901 students enrolled for the first time in these programs. Approximately one-half (52.2 percent) continued at the college earning at least 12 hours. Of these, 3,892 (**32.6** percent) transferred to four-year institutions. Of the three program areas under study, this was the highest percentage of transfers. Seventy-five percent of the students who transferred began their college careers in baccalaureate/transfer programs. (See Figure 1.)

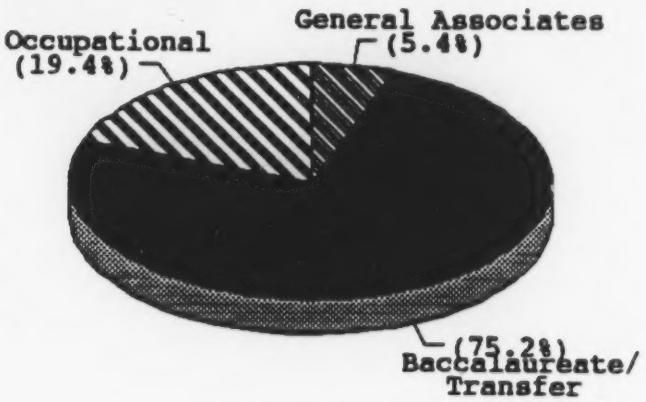

Figure 1. Percentage of fall 1986 students with 12 or more credits who transferred to a cooperating university by fall 1990

Occupational programs are designed primarily to prepare students to enter the job market immediately after their community college experience; yet, a substantial number of students from occupational programs do transfer to four-year institutions. Of the 19,641 students entering as occupational students in fall 1986, over 43 percent earned at least 12 hours and 1,002 (11.7 percent) of these students transferred.

General associate degree programs are those which are individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent. Typically, the curriculum contains both baccalaureate/transfer and occupational courses. As is the case with occupational programs, while the general associate degree programs are not designed for transfer, a substantial number of students from these programs do continue their studies. In fact, 416 (12.8 percent) of the 3,253 first-time general associate degree students transferred prior to earning 12 hours at the community college. Of the 1,015 (31.2 percent) students who earned at least 12 hours, 280 (27.6 percent) transferred.

Analysis by Intent

Upon initial enrollment at a community college, students are asked to indicate why they are attending the college. They are given a choice of eight intention categories:

to prepare for a new or first occupational career;
to improve present occupational skills;
to explore courses to decide on a career;
to prepare for transfer to a four-year college or university;
to remedy basic skill deficiencies;
to pursue noncareer, personal interests;
to prepare for high school diploma equivalency test; or
other/unknown.

Table 2 presents information on the number of first-time students indicating their intent, the percentage in each category earning at least 12 college-level semester credit hours, and the percentage transferring to four-year institutions.

Of all the intent areas, preparation for transfer had the highest percentage of students who earned 12 hours or more (63.8 percent). Among students meeting the credit hour minimum, 40.4 percent transferred. Nearly half (49.8 percent) of the general associate degree students, 41.9 percent of the baccalaureate/transfer, and 29.1 percent of the occupational students whose intent was to transfer did so. Approximately one-fourth of the students had said their intent was to prepare for transfer (23.0 percent). Nearly 36 percent of the baccalaureate/transfer students indicated this was their intent compared with 8.6 percent of the occupational students and 20.9 percent of the general associate degree students.

The largest number of first-time students in fall 1986 earning at least 12 hours indicated their intent was to prepare for a new occupation (39.3 percent). As anticipated, this percentage was higher for occupational students (52.3 percent) than for baccalaureate/transfer (29.6 percent) or general associate degree (29.1 percent) students. Overall, 47.5 percent of these students earned 12 or more hours and of these, 14.6 percent transferred (23.5 percent of the baccalaureate/transfer, 8.8 percent of the occupational, and 14.5 percent of the general associate students). Students enrolled in an occupational program indicating their attendance was to prepare for a career were least likely to transfer.

Although a smaller number of students indicated their reason for attending was to take courses to explore careers, this group of students had the third largest percentage of students earning at least 12 hours (45.9 percent) and the second highest percentage of those transferring (24.5 percent).

Interestingly, the third highest transfer rate came from the group of students indicating they were attending college to pursue personal interests. While a smaller percentage of these students (25.1 percent) actually earned 12 hours or more, 22.6 percent of those who did transferred. Within the program areas, these percentages were: 27.9 percent of the general associate, 25.9 percent of the baccalaureate/transfer, and 14.9 of the occupational students.

Table 2

INTENT OF FIRST-TIME STUDENTS

Intent	GenAssc	Transfer	Occup	Total
Career Preparation	946	6769	10302	18017
% 12 hours	33.5	48.0	48.5	47.5
% Transferring	14.5	23.5	8.8	14.6
Skills Improvement	238	1253	2513	4004
% 12 hours	21.4	21.3	21.0	21.1
% Transferring	15.7	9.7	5.1	7.2
Career Exploration	323	1655	803	2781
% 12 hours	33.1	49.2	44.1	45.9
% Transferring	24.3	27.5	17.8	24.5
Transfer	681	8154	1695	10530
% 12 hours	41.6	66.9	58.3	63.8
% Transferring	49.8	41.9	29.1	40.4
Basic Skills	48	261	136	445
% 12 Hours	20.8	43.7	38.1	39.6
% Transferring	20.0	17.5	11.5	15.9
Personal Interests	297	1497	1088	2882
% 12 Hours	22.9	28.2	21.4	25.1
% Transferring	27.9	25.9	15.1	22.6
GED Preparation	73	212	153	438
% 12 Hours	8.2	33.0	35.3	29.7
% Transferring	0.0	24.3	9.3	16.9
Other/Unknown	647	3100	2951	6698
% 12 Hours	26.7	50.3	45.5	45.9
% Transferring	22.0	29.0	10.3	20.4
Total	3253	22901	19641	45795
% 12 Hours	31.2	52.2	43.5	47.0
% Transferring	27.6	32.6	11.7	24.1

Analysis by Race/Ethnicity

It is important to understand the racial/ethnic distribution of the three major community college student populations in the study: first-time students, those earning 12 hours or more, and those transferring. White students made up 70.9 percent of the first-time students, 75.8 percent of those who earned 12 hours, and 81.8 percent of those who transferred. The second largest group, black students, represented 19.3, 15.7, and 3.5 percent, respectively. Hispanics comprise the third largest population, representing 4.1, 3.8, and 3.3 percent, respectively. Asians represent 2.8, 3.0, and 3.6 percent, respectively. American Indians and nonresident aliens comprise less than 1 percent of the total population in any of the three categories. The number of students in the lesser represented racial/ethnic groups become relatively small, thus impacting the percentages of transfers. This fact, along with the general distribution of the population, should be kept in mind as one reviews the analyses of each group that follows.

The data show differences in course taking and transfer behavior among racial/ethnic groups. While white students account for three-quarters of the students in these three programs and Asians comprise just 3 percent, the two groups exhibited similar course taking and transfer behavior. Table 3 presents the number of students by race/ethnicity, the percentage of students earning at least 12 hours, and the percentage of the latter who transferred. Percentages of students transferring by race/ethnicity and intent are presented in Table 4.

Asian students had the second highest percentage of students earning at least 12 hours at the community college in which they first enrolled (50.2 percent) and the highest transfer rate (29.3 percent) of any of the six racial/ethnic groups. One-third of Asian students indicated that their intent was to transfer. Of these students, 44.8 percent transferred.

White students had the second highest transfer rate (25.9 percent) and an identical percentage of students earning 12 hours or more (50.2 percent) as Asians. Over one-third (34.6 percent) of the white students had indicated they planned to transfer. Of those thus indicating, 41.1 percent did so.

Slightly over 21 percent of the Hispanic students who completed 12 hours or more transferred to four-year institutions. Two hundred ten (25.6 percent) of the 820 Hispanic students indicated an intention to transfer. Of these, 40.0 percent did so.

Table 3

RACE/ETHNICITY OF TRANSFER STUDENTS

Race/Ethnicity	GenAssc	Transfer	Occup	Total
Asian	213	683	383	1279
% 12 Hours	38.5	54.3	49.3	50.2
% Transferring	22.0	33.7	23.8	29.3
American Indian	20	86	96	202
% 12 Hours	30.0	43.0	41.7	41.1
% Transferring	16.7	21.6	5.0	13.3
Black	895	4702	3248	8845
% 12 Hours	29.7	39.1	39.2	38.2
% Transferring	16.5	18.5	10.8	15.4
Hispanic	279	852	750	1881
% 12 Hours	33.3	49.2	41.1	43.6
% Transferring	19.4	28.6	11.4	21.1
White	1751	16226	14514	32491
% 12 Hours	31.3	56.5	45.4	50.2
% Transferring	34.7	35.6	11.8	25.9
Alien	2	25	20	47
% 12 Hours	50.0	56.0	50.0	53.2
% Transferring	0.0	42.9	0.0	24.0
Unknown	93	327	630	1050
% 12 Hours	20.4	28.1	21.6	23.5
% Transferring	47.4	29.3	6.6	18.2
Total	3253	22901	19641	45795
% 12 Hours	31.2	52.2	43.5	47.0
% Transferring	27.6	32.6	11.7	24.1

Black students had a transfer rate of **15.4** percent. Among blacks, 18.2 percent indicated an intent to transfer. Of those who had said they were preparing to transfer, **31.3** percent attended one or more of the participating four-year colleges and universities.

There was a relatively small number of American Indian students entering community colleges in the fall 1986. Of the 202 American Indian students in the three program areas under study, 83 (41.1

percent) earned at least 12 hours. Only eight (9.6 percent) of these students indicated their intent was to transfer although 11 (13.3 percent) actually transferred.

Table 4

NUMBER OF STUDENTS EARNING 12 OR MORE HOURS AND PERCENTAGE OF STUDENTS TRANSFERRING BY INTENT AND RACE/ETHNICITY

Intent	Asian	AmInd	Black	Hispanic	White	Al.	Unk.	Total
Career	226	27	1692	377	6137	8	55	8562
% Trans.	22.6	7.4	12.8	11.9	14.9	0.0	16.4	14.6
Skills	21	4	151	43	596	1	30	846
% Trans.	0.0	25.0	6.8	9.3	6.5	0.0	23.3	7.2
Explore	31	4	297	75	858	3	8	1276
% Trans.	22.6	0.0	14.5	29.3	27.6	66.7	25.0	24.5
Transfer	210	8	616	210	5653	6	20	6723
% Trans.	44.8	37.5	31.3	40.0	41.1	33.3	55.0	40.4
Basic Sk.	6	0	72	11	86	0	1	176
% Trans.	33.3	--	11.1	0.0	20.9	--	0.0	15.9
Personal	23	4	82	29	577	2	6	723
% Trans.	13.0	25.0	7.3	17.2	25.0	50.0	0.0	22.1
GED	0	0	25	5	92	0	8	130
% Trans.	--	--	4.0	0.0	22.8	--	0.0	17.6
Other	85	36	444	70	2318	5	119	3077
% Trans.	25.9	11.1	9.5	18.6	22.9	20.0	13.4	20.4
Total	642	83	3379	820	16317	25	247	21513
% Trans.	29.3	13.3	15.4	21.1	25.9	24.0	18.2	24.1

Analysis by College

Information on transfers is presented for each of the participating community colleges in Table 5. A matrix showing where students transferred from and to is presented in the Appendix. Community colleges with the largest number of transfers included Moraine Valley Community College (547), Triton College (371), Parkland College (280), and Oakton Community College (253). Three of these

colleges are geographically located in Chicago's suburbs and Parkland in a university community. These four community colleges provided 28.2 percent of all community college transfers in the study.

Table 5

DISTRIBUTION OF FIRST-TIME STUDENTS BY COLLEGE

College	General Assoc.	Bacc/Trans.	Occup.	Total
Black Hawk	22	888	863	1773
% 12 hours	22.7	55.1	46.5	50.5
% Transferring	0.0	33.1	7.2	21.3
Quad Cities	22	796	689	1507
% 12 hours	22.7	53.1	42.7	47.9
% Transferring	0.0	30.0	6.0	20.1
East	0	92	174	266
% 12 hours	--	71.7	61.5	65.0
% Transferring	--	53.0	10.3	26.6
City Colleges	2037	5879	4020	11936
% 12 hours	31.6	37.4	33.2	35.0
% Transferring	30.3	24.0	16.1	22.4
City-Wide	585	439	1519	2543
% 12 hours	25.6	15.9	14.8	17.5
% Transferring	68.0	20.0	7.6	29.9
Daley	187	941	410	1538
% 12 hours	35.3	45.2	43.9	43.6
% Transferring	24.2	29.9	12.2	24.6
Kennedy-King	61	744	395	1200
% 12 hours	24.6	34.9	39.5	35.9
% Transferring	13.3	14.2	9.0	12.3
Malcolm X	135	610	33	778
% 12 hours	31.9	37.2	48.5	36.8
% Transferring	15.6	9.3	6.3	8.0
Olive-Harvey	198	693	264	1155
% 12 hours	35.4	39.1	44.7	39.7
% Transferring	14.3	22.9	14.4	19.4

Table 5

DISTRIBUTION OF FIRST-TIME STUDENTS BY COLLEGE
(Continued)

College	General Assoc.	Bacc/Trans.	Occup.	Total
Truman	362	464	239	1065
% 12 hours	33.7	44.2	39.7	39.6
% Transferring	15.6	24.9	12.6	19.4
Washington	302	1182	544	2028
% 12 hours	27.2	39.0	45.4	39.0
% Transferring	24.4	27.5	23.1	25.8
Wright	207	806	616	1629
% 12 hours	45.9	34.5	48.4	41.2
% Transferring	26.3	31.3	25.2	27.9
Elgin	50	817	326	1193
% 12 hours	78.0	54.2	40.8	51.6
% Transferring	28.2	22.1	9.8	19.8
Highland	69	256	384	709
% 12 hours	30.4	87.9	50.3	61.9
% Transferring	38.1	35.6	6.7	23.0
Illinois Central	135	785	1309	2229
% 12 hours	51.9	57.2	42.7	48.4
% Transferring	20.0	34.3	9.5	20.5
Illinois Eastern	97	700	782	1579
% 12 hours	36.1	56.7	42.5	48.4
% Transferring	8.6	26.2	6.9	17.0
Frontier	1	230	64	295
% 12 hours	100.0	25.7	25.0	25.7
% Transferring	0.0	20.3	0.0	15.8
Lincoln Trail	61	149	121	331
% 12 hours	34.4	71.8	62.0	61.3
% Transferring	14.3	27.1	10.7	19.7
Olney Central	33	207	146	386
% 12 hours	39.4	69.6	70.5	67.4
% Transferring	0.0	29.9	2.9	17.7
Wabash Valley	2	114	451	567
% 12 hours	0.0	76.3	30.6	39.7
% Transferring	--	23.0	8.7	14.2

Table 5

DISTRIBUTION OF FIRST-TIME STUDENTS BY COLLEGE
(Continued)

College	General Assoc.	Bacc/Trans.	Occup.	Total
Illinois Valley	19	553	508	1080
% 12 hours	47.4	70.3	39.6	55.4
% Transferring	0.0	41.0	6.0	28.6
Kankakee	10	360	374	744
% 12 hours	30.0	44.7	45.5	44.9
% Transferring	33.3	30.4	8.8	19.5
Kaskaskia	8	363	433	804
% 12 hours	75.0	55.4	48.7	52.0
% Transferring	33.3	40.8	11.4	25.8
Kishwaukee	32	274	137	443
% 12 hours	3.1	68.2	54.7	59.4
% Transferring	100.0	45.5	8.0	35.0
Lake County	0	780	833	1613
% 12 hours	--	56.0	41.2	48.4
% Transferring	--	30.0	12.2	22.2
Lake Land	5	443	598	1046
% 12 hours	20.0	60.7	44.1	51.1
% Transferring	100.0	42.4	9.1	26.0
Lewis & Clark	8	709	672	1389
% 12 hours	25.0	48.1	41.2	44.6
% Transferring	0.0	33.4	9.4	22.6
Lincoln Land	0	824	592	1416
% 12 hours	--	58.4	47.5	53.8
% Transferring	--	26.3	9.3	30.1
Logan	0	373	413	786
% 12 hours	--	70.0	49.2	59.0
% Transferring	--	44.1	12.3	30.2
McHenry	13	437	323	773
% 12 hours	61.5	55.8	28.5	44.5
% Transferring	37.5	39.8	13.0	32.6

Table 5

DISTRIBUTION OF FIRST-TIME STUDENTS BY COLLEGE
(Continued)

College	General Assoc.	Bacc/Trans.	Occup.	Total
Moraine Valley	0	1595	1600	3195
% 12 hours	--	60.1	44.8	52.4
% Transferring	--	37.9	25.7	32.7
Morton	1	317	329	647
% 12 hours	0.0	59.9	44.4	52.1
% Transferring	--	26.3	10.3	19.3
Oakton	0	1196	494	1690
% 12 hours	--	49.2	35.4	45.2
% Transferring	--	38.4	15.4	33.1
Parkland	643	579	759	1981
% 12 hours	26.0	66.5	52.8	48.1
% Transferring	24.0	33.2	12.0	29.4
Prairie State	98	688	432	1218
% 12 hours	2.0	46.1	37.3	39.4
% Transferring	0.0	34.7	11.8	26.9
Rock Valley	3	850	380	1233
% 12 hours	33.3	56.2	43.7	52.3
% Transferring	0.0	31.2	5.4	24.5
Sauk Valley	3	439	357	799
% 12 hours	33.3	56.5	49.5	53.2
% Transferring	100.0	35.5	8.0	24.2
South Suburban	0	894	673	1567
% 12 hours	--	54.9	66.1	59.7
% Transferring	--	16.5	11.0	13.9
State Community College	0	124	155	279
% 12 hours	--	59.7	47.7	53.0
% Transferring	--	12.2	6.8	9.5
Triton	0	1544	1684	3228
% 12 hours	--	58.9	52.0	55.3
% Transferring	--	33.6	7.4	20.8

Table 5

DISTRIBUTION OF FIRST-TIME STUDENTS BY COLLEGE
(Continued)

College	General Assoc.	Bacc/Trans.	Occup.	Total
John Wood	0	234	211	445
% 12 hours	--	58.5	68.4	63.1
% Transferring	--	30.8	6.3	19.2
Total	3253	22901	19641	45796
% 12 hours	31.2	52.2	43.5	47.0
% Transferring	27.6	32.6	11.7	24.1

Universities receiving the largest number of transfers were Illinois State University (783), Northern Illinois University (629), Southern Illinois University-Carbondale (568), and University of Illinois-Chicago (547). These four public universities accounted for nearly half of all community college transfers. Although geographically isolated, Southern Illinois University at Carbondale had students from the largest number of community colleges with students from 37 of the participating 38 colleges. University of Illinois at Urbana/Champaign accepted students from 35 of the participating colleges while Eastern Illinois University and Illinois State University each had students from 33 colleges.

Transfer Rates. The percentages of students earning the credit hour minimum and the transfer rates differed among the community colleges. Overall, the percentage of students earning at least 12 semester hours ranged from 67.4 percent at Olney Central College to 17.5 at City-Wide College. Statewide, this figure was 47.0 percent. Twenty-two of the 38 colleges exceeded this statewide percentage.

Transfer rates for the students who had taken at least 12 hours, ranged from highs of 35.0 percent at Kishwaukee College, 32.7 percent at Moraine Valley Community College, 33.1 percent at Oakton Community College, 32.6 percent at McHenry County College, and 30.1 percent at Lincoln Land Community College to lows of 8.0 percent at Malcolm X College, 9.5 percent at State Community College, and 12.3 percent at Kennedy-King College. Location in the Chicago suburbs or a nearby university correlated with higher transfer rates. The statewide rate for the participating colleges was 24.1 percent. Eighteen of the 38 colleges exceeded this figure.

Analysis by Colleges at the Program Level. In the baccalaureate/transfer area, percentages also differed among the colleges. The percentage of students earning 12 or more semester college-level credit hours ranged from 87.9 percent at Highland Community College to 15.9 at City-Wide College. Transfer rates ranged from highs of 53.0 percent at Black Hawk College-East, 45.5 percent at Kishwaukee College, and 44.1 percent at John A. Logan College to lows of 9.3 at Malcolm X College and 12.2 at State Community College.

Variation among the colleges in transfer rates for occupational students was much less pronounced. Colleges with the highest transfer rates for occupational students were Harold Washington College (23.1 percent), Wilbur Wright College (25.2 percent), and Moraine Valley Community College (25.2 percent). At the lower end were Frontier Community College that had no occupational students transferring and Olney Central College where only 2.9 percent transferred.

As indicated earlier, the general associate program area is relatively small compared with the baccalaureate/transfer and occupational program areas. Only 5 percent of the transfers came from the general associate area with almost 70 percent being former City Colleges of Chicago students. Because of the very small number of students at most colleges, it is not appropriate to examine the range of transfer rates except within City Colleges of Chicago. There, transfer rates ranged from 68.0 percent at City-Wide College to 13.3 percent at Kennedy-King College. The only other community college with a significant number of general associate degree students was Parkland College where the transfer rate was 24.0 percent.

SUMMARY

The calculation of transfer rates is a topic of considerable discussion in American higher education. The Illinois community college system is playing an active role in this discussion.

This study has provided an alternative approach to calculating transfer rates. Using the UCLA model where all students who have earned at least 12 semester college-level credit hours are considered as the cohort group, the transfer rate would be 24.1. However, as demonstrated in this report, there are multiple rates that more realistically reflect transfers from community colleges to senior institutions. Transfer rates vary based on the pool of students being studied. For example, if one focuses only on students from baccalaureate/transfer programs the rate is 32.6. The rate for students who indicated they intended to transfer is 40.4, and the rate for students from baccalaureate/transfer

programs who indicated they intended to transfer is 41.9. While there is simplistic appeal to having only one rate, the complexity of community colleges calls for multiple measures on transfers. This becomes even more important at the college level because the programmatic composition differs from institution to institution.

If transfer rates are to be used as a measure of accountability, then it is important that they reflect as accurately as possible what is actually occurring at various colleges. A diverse student body requires multiple measures of success.

The study also demonstrates that transfer rates vary for different racial/ethnic groups even when student intent is taken into account. There was a 16 percentage point difference between the transfer rate of Asians, who had the highest rate, and American Indians, a very small group of students who had the lowest rate, when all students are included in the calculation. For baccalaureate/transfer students, the difference between the highest transfer rate for white students (35.6) and the lowest for black students (18.5) was 17.1 percentage points. Although the difference was not as great when intent was taken into consideration (13.5 points), the difference in transfer rates between Asians' 44.8 rate and blacks' 31.3 rate is troublesome.

It is also noteworthy that the percentages of American Indian (9.6), black (18.2), and Hispanic (25.6) students who intended to transfer are below that of white students (34.6).

One of the Illinois Community College Board's major objectives is to initiate activities that facilitate successful transitions for students. Since the time that the students in the study entered college in 1986, a number of major activities have occurred to enhance transfer and articulation. Transfer Centers have been established at 23 community colleges across the state. The Board has adopted recommended models for the Associate in Arts and Associate in Science degree programs. Recommendations from a 1989 report on articulation issues are being or have been implemented. Extensive reviews of the general education component of the transfer degree programs have been initiated. The community colleges and public universities have established a combined computer file of enrollment and graduation data which will provide additional information on the transfer phenomena in Illinois.

During this past year, a document describing the status of transfer articulation activities at each of the public universities in Illinois has been developed, articulation agreements have been examined, and a statewide conference of community college and university faculty has been held to address articulation issues. The Board also adopted a policy on the establishment of community college guarantees in March 1992 which should have a major impact on transfer and articulation.

During the next few months, the Illinois Community College Board staff will be reviewing all of these activities including the study reported herein in anticipation of developing recommended policies on transfer and articulation.

Appendix

COMMUNITY COLLEGE/SENIOR INSTITUTION TRANSFER MATRIX

Illinois Community College Board

Table A-1

SUMMARY OF FALL 1986 ILLINOIS COMMUNITY COLLEGE STUDENTS
TRANSFERRING TO SENIOR INSTITUTIONS

IN-STATE

Dist. No.	Dist./College	ISU	NIU	SIU CARB	U OF I CHGO	U OF I U/C	EIU	WIU	DEPAUL	NEIU	LOYOLA	GOV STATE
503	Black Hawk	(56)	(18)	(18)	(3)	(14)	(3)	(73)	(0)	(0)	(0)	(0)
	East	14	5	5	0	7	0	15	0	0	0	0
	Quad Cities	42	13	13	3	7	3	58	0	0	0	0
508	Chicago	(30)	(38)	(28)	(240)	(33)	(15)	(26)	(109)	(135)	(103)	(11)
	City-Wide	7	10	4	37	19	2	3	17	20	27	0
	Daley	13	10	3	55	3	9	6	23	2	13	6
	Kennedy-King	0	0	1	8	0	1	0	2	7	2	2
	Malcolm X	1	0	0	6	0	0	1	4	5	1	0
	Olive-Harvey	4	2	5	12	2	1	6	2	1	7	2
	Truman	0	1	1	25	3	0	0	11	19	15	0
	Washington	2	5	9	51	1	1	7	30	12	23	1
	Wilbur Wright	3	10	5	46	5	1	3	20	69	15	0
509	Elgin	15	52	19	6	9	12	5	4	0	0	0
519	Highland	19	31	6	0	8	3	31	0	0	0	0
514	Illinois Central	127	7	14	3	13	18	23	0	0	0	1
529	Illinois Eastern	(3)	(0)	(34)	(1)	(11)	(37)	(2)	(0)	(1)	(0)	(0)
	Frontier	0	0	6	0	1	3	0	0	0	0	0
	Lincoln Trail	0	0	6	0	1	12	1	0	0	0	0
	Olney Central	1	0	11	1	7	17	0	0	1	0	0
	Wabash Valley	2	0	11	0	2	5	1	0	0	0	0
513	Illinois Valley	78	27	19	0	24	15	10	0	0	0	0
520	Kankakee	19	1	6	5	11	17	1	0	0	0	10
501	Kaskaskia	6	0	48	0	4	27	3	0	0	0	0
523	Kishwaukee	7	69	6	0	9	1	1	0	0	0	0
532	Lake County	33	39	21	14	15	17	10	5	3	12	0
517	Lake Land	8	1	31	0	20	79	3	0	0	0	0
536	Lewis & Clark	1	0	13	0	4	7	9	0	0	0	0
526	Lincoln Land	45	4	35	2	25	27	15	0	0	0	0
530	Logan	1	0	127	0	3	3	0	0	1	0	0
528	McHenry	15	64	12	6	3	4	8	1	0	0	0
524	Moraine Valley	71	100	27	85	34	37	22	29	1	32	84
527	Morton	7	7	2	21	1	2	9	7	1	7	1
535	Oakton	27	19	11	47	21	7	12	22	37	37	0
505	Parkland	71	2	22	8	125	43	8	4	4	0	0
515	Prairie State	23	9	7	12	8	19	5	5	0	2	36
511	Rock Valley	46	55	17	6	11	10	15	0	1	0	0
506	Sauk Valley	22	42	10	3	8	2	15	0	1	0	0
510	South Suburban	19	10	9	14	11	5	7	6	0	4	35
601	State Community	0	0	4	0	0	0	1	0	0	0	0
504	Triton	29	34	19	71	13	9	15	48	50	34	3
539	Wood	5	0	3	0	3	0	13	0	0	0	0
	Total	783	629	568	547	441	419	342	240	235	231	181

SOURCE OF DATA: 1992 Transfer Assembly Data (Fall 1986 T1 Records)

Illinois Community College Board

Table A-1

SUMMARY OF FALL 1986 ILLINOIS COMMUNITY COLLEGE STUDENTS
TRANSFERRING TO SENIOR INSTITUTIONS

IN-STATE (Cont.)

Dist. No.	Dist./College	SIU EDW	COLUMBIA COLLEGE	SSU	CHICAGO STATE	ROOSE-VELT	IIT	ELM-HURST	QUINCY	ST FRANCIS	MAC-MURRAY
503	Black Hawk	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
	East	0	0	0	0	0	0	0	0	0	0
	Quad Cities	0	0	0	0	0	0	0	0	0	0
508	Chicago	(6)	(66)	(2)	(108)	(78)	(39)	(0)	(0)	(0)	(0)
	City-Wide	0	4	0	3	6	7	0	0	0	0
	Daley	0	11	0	15	9	9	0	0	0	0
	Kennedy-King	0	5	0	24	6	0	0	0	0	0
	Malcolm X	0	1	0	4	1	0	0	0	0	0
	Olive-Harvey	1	8	0	38	9	4	0	0	0	0
	Truman	0	6	0	4	3	1	0	0	0	0
	Washington	5	25	2	18	33	10	0	0	0	0
	Wilbur Wright	0	6	0	2	11	8	0	0	0	0
509	Elgin	1	0	0	0	4	0	0	0	0	0
519	Highland	1	0	1	0	0	0	0	0	0	0
514	Illinois Central	1	0	19	0	0	0	0	0	0	0
529	Illinois Eastern	(12)	(0)	(3)	(1)	(0)	(0)	(0)	(0)	(0)	(0)
	Frontier	1	0	1	0	0	0	0	0	0	0
	Lincoln Trail	4	0	0	0	0	0	0	0	0	0
	Olney Central	4	0	0	0	0	0	0	0	0	0
	Wabash Valley	3	0	2	1	0	0	0	0	0	0
513	Illinois Valley	0	0	5	0	0	0	0	0	0	0
520	Kankakee	1	0	0	1	0	0	0	0	0	0
501	Kaskaskia	21	0	2	0	0	0	0	0	0	0
523	Kishwaukee	0	3	1	0	3	0	1	0	0	0
532	Lake County	1	0	0	0	6	0	3	0	0	0
517	Lake Land	5	0	1	0	0	0	0	0	0	0
536	Lewis & Clark	96	0	8	0	0	0	0	2	0	1
526	Lincoln Land	8	0	94	0	0	0	0	0	0	0
530	Logan	2	0	1	0	0	0	0	0	0	0
528	McHenry	0	0	0	0	0	0	0	0	0	0
524	Moraine Valley	3	37	1	12	5	0	7	0	10	0
527	Morton	0	0	0	1	4	0	0	0	0	0
535	Oakton	1	19	0	0	10	3	3	0	0	0
505	Parkland	3	3	3	2	0	0	0	0	0	0
515	Prairie State	0	12	0	2	0	0	0	0	2	0
511	Rock Valley	0	0	2	0	0	0	0	0	0	0
506	Sauk Valley	0	0	4	0	0	0	0	0	0	0
510	South Suburban	0	0	1	16	4	0	0	0	0	0
601	State Community	10	0	0	0	0	0	0	0	0	0
504	Triton	4	33	2	5	10	4	30	0	0	0
539	Wood	0	0	1	0	0	0	0	33	0	0
	Total	176	173	151	148	124	46	44	35	12	1

SOURCE OF DATA: 1992 Transfer Assembly Data (Fall 1986 T1 Records)

Illinois Community College Board

Table A-1

SUMMARY OF FALL 1986 ILLINOIS COMMUNITY COLLEGE STUDENTS
TRANSFERRING TO SENIOR INSTITUTIONS

Dist. No.	Dist./College	OUT-OF-STATE: INDIANA STATE	UNIV IOWA	SEMU	NORTHERN IOWA	UNIV EVANS-VILLE	UNIV WISC WW	UNIV MO ROLLA	IOWA STATE	GRAND TOTAL: DUPL TOTAL	UNDUPL TOTAL
503	Black Hawk	(0)	(6)	(0)	(5)	(0)	(0)	(0)	(3)	(199)	(191)
	East	0	0	0	0	0	0	0	1	47	46
	Quad Cities	0	6	0	5	0	0	0	2	152	145
508	Chicago	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(1,067)	(936)
	City-Wide	0	0	0	0	0	0	0	0	166	133
	Daley	0	0	0	0	0	0	0	0	187	165
	Kennedy-King	0	0	0	0	0	0	0	0	58	53
	Malcolm X	0	0	0	0	0	0	0	0	24	23
	Olive-Harvey	0	0	0	0	0	0	0	0	104	89
	Truman	0	0	0	0	0	0	0	0	89	82
	Washington	0	0	0	0	0	0	0	0	235	204
	Wilbur Wright	0	0	0	0	0	0	0	0	204	187
509	Elgin	0	0	0	0	0	0	0	0	127	122
519	Highland	0	2	0	0	0	0	0	0	102	101
514	Illinois Central	0	0	0	0	0	0	0	0	226	221
529	Illinois Eastern	(24)	(0)	(0)	(0)	(5)	(0)	(0)	(0)	(134)	(130)
	Frontier	0	0	0	0	0	0	0	0	12	12
	Lincoln Trail	15	0	0	0	2	0	0	0	41	40
	Olney Central	5	0	0	0	1	0	0	0	48	46
	Wabash Valley	4	0	0	0	2	0	0	0	33	32
513	Illinois Valley	0	0	0	0	0	0	0	0	178	171
520	Kankakee	0	0	0	0	0	0	0	0	72	65
501	Kaskaskia	0	0	1	0	0	0	0	0	112	108
523	Kishwaukee	0	0	0	0	0	0	0	0	101	92
532	Lake County	0	0	0	0	0	0	0	0	179	173
517	Lake Land	1	0	0	0	0	0	0	0	149	139
536	Lewis & Clark	0	0	2	0	0	0	2	0	145	140
526	Lincoln Land	0	0	0	0	0	0	0	0	255	229
530	Logan	0	0	2	0	0	0	2	0	142	140
528	McHenry	0	0	0	0	0	4	0	0	117	112
524	Moraine Valley	0	0	0	0	0	0	0	0	597	547
527	Morton	0	0	0	0	0	0	0	0	70	65
535	Oakton	0	0	0	0	0	0	0	0	276	253
505	Parkland	0	0	0	0	0	0	0	0	296	280
515	Prairie State	0	0	0	0	0	0	0	0	142	129
511	Rock Valley	0	0	0	0	0	0	0	0	163	158
506	Sauk Valley	0	1	0	0	0	0	0	0	108	103
510	South Suburban	0	0	0	0	0	0	0	0	141	130
601	State Community	0	0	0	0	0	0	0	0	15	14
504	Triton	0	0	0	0	0	0	0	0	413	371
539	Wood	0	0	0	0	0	0	0	0	58	54
	Total	25	9	5	5	5	4	4	3	5,586	5,174

SOURCE OF DATA: 1992 Transfer Assembly Data (Fall 1986 T1 Records)

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
JUN 5 1992